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ABSTRACT

Bilingual vocational education (BVE) offers a way to improve both the job and English skills of workers with limited English proficiency (LEP). Initially using both the native language and English to provide job training makes instruction immediately comprehensible to the students. Gradually, the use of the native language decreases while English use increases. The two components of BVE are job and language skill development; however, they are not enough to prepare persons with LEP for the changing workplace. Employability, communication, and cultural awareness skills are also needed. BVE programs are similar to workplace literacy programs in the emphasis on functional context. In BVE, this means emphasizing the grammatical structures, vocabulary, and appropriate expressions of the specific job situation, reinforcing skills through practice in real-world settings. The annotated resource list contained in this information alert includes 18 print resources and 5 resource 18 references and 5 resource organizations. (NLA)

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Bilingual Vocational Education

Trends and Issues Alerts

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TRENDS AND ISSUES ALERTS

BILINGUAL VOCATIONAL EDUCATION

A common scenario of the future workplace predicts higher skill levels of jobs and greater numbers of minority and immigrant workers. Many of these workers have limited English proficiency (LEP), and although they are often hardworking, motivated, and desirable employees, they lack the language and cultural skills to benefit from job training. Bilingual vocational education (BVE) offers a way to improve both the job and English skills of LEP workers. Initially using both the native language and English to provide job training makes instruction immediately comprehensible to the student. Gradually, use of the native language decreases while English use increases.

Basic components of BVE are (1) job skills instruction in both languages; (2) concurrent, job-specific language instruction (vocational English as a second language or VESL); and (3) close coordination of the two, often involving cooperation between the vocational instructor and the ESL teacher. Bilingual instructors or teachers' aides and peer teaching are also featured. However, job and language skill development are not enough to prepare LEP persons for the changing workplace. All workers need employability skills for finding and keeping a job, the ability to communicate with coworkers and supervisors, and cultural awareness to function in the diverse work force. Many BVE programs include cross-cultural training as well as training in workplace culture (in worksite-based programs, the culture of the specific company). (See Isserlis et al. 1988; MacDonald 1990; Mrowicki et al. 1990.)

A recent trend in BVE is the recognition of similarities with workplace literacy. Many successful workplace literacy programs focus on a functional context approach, using actual job materials and settings to teach the reading, writing, computation, and reasoning skills needed to perform job tasks. In BVE, the functional context approach means emphasizing in VESL the grammatical structures, vocabulary, and appropriate expressions of the specific job situation, reinforcing the communication and job skills through practice in real-world settings (Mrowicki et al. 1990; Tito 1990).

The following resources give examples of program models, list appropriate materials and instruments, and provide sources of funding or additional information for bilingual vocational education.

Print Resources

Bradley, C.; Killian, P.; and Friedenberg, J. ***Employment Training for Limited English Proficient Individuals***. Washington, DC: U.S. Department of Education, 1990. (ED 320 392)

Manual of procedures for planning and implementing BVE for persons with LEP covers seven components: targeted recruitment, diagnostic intake/assessment, adapted vocational education, VESL, counseling/support services, job development and placement, and coordination.

Cichon, D.; Grover, J.; and Thomas, R. ***Industry-Based Bilingual Vocational Training: A Review of Related Literature***. Washington, DC: U.S. Department of Education, 1990. (ED 317 772)

Reviews six topics: workplace literacy and BVE, job-related language needs of employees with LEP, cross-cultural communication in the workplace, LEP workplace training, program models, public/private partnerships, and economic costs and benefits of BVE.

Evaluation and Training Institute. ***Catalog of Exemplary Vocational Education Programs for California Community Colleges' Special Student Populations***. Los Angeles, CA: ETI, 1991. (ED 334 424)

Among the abstracts of 30 model programs for special populations in California community colleges are 8 programs for students with LEP.

Fortune, D., and Sims, A. ***The Student Transition and Retention Program (STAR) and Student Guidebook***. Santa Ana, CA: Central County Regional Occupational Program and Santa Ana Unified School District, 1990. (ED 330 376)

STAR is a comprehensive dropout prevention program for 17- to 21-year-old LEP students. The program includes placement tests, counseling, academic and VESL courses, and support services.

Friedenberg, J. ***A Model Program for Serving LEP Students. Facilitator's Guide***. Columbus: Center on Education and Training for Employment, The Ohio State University; Rohnert Park, CA: California Institute on Human Services, Sonoma State University, 1991. (ED 333 183)

Includes background information, training recommendations, discussion questions and answers, assignment sheets and answers, and the script for a videotape on the seven-part model program.

Friedenberg, J. et al. ***(1) Adapt Instruction for LEP Vocational Students; (2) Conduct Intake Assessment for LEP Vocational Students; (3) Recruit LEP Students for Vocational Programs; (4) Preparing Vocational Educators to Serve LEP Students***. Columbus: National Center for Research in Vocational Education, The Ohio State University, 1988. (ED 328 793-796)

Set of four performance-based modules provides learning experiences that prepare vocational teachers for working with LEP students.

Iribarren, N. ***A Resource Compendium of Assessment Instruments which Can Be Used to Help Schools in the Education of LEP Students***. Madison: Wisconsin Center for Education Research, 1988. (ED 338 109)

Annotated bibliography of test instruments for preschool-adult students with LEP includes achievement; language proficiency; aptitude; general ability; intelligence; vocational, career, and attitudinal inventories; and personality inventories.

Isserlis, J.; Crooks, J.; and Bayer, D. ***What Did You Learn at Work Today?*** Providence: International Institute of Rhode Island, 1988. (ED 332 556)

Curriculum for workplace literacy/ESL program covers nine areas: job-specific terminology, clarification of information, following directions, interpreting communication, understanding the workplace, pronunciation, literacy, company organization/culture, and skill upgrading.

Kidder, K. "How to Help Students Survive Classes in English." ***Vocational Education Journal*** 66, no. 8 (November-December 1991): 26-27. (EJ 434 012)

Presents ways to improve the comprehension of nonnative speakers of English in the classroom.

Lopez-Valadez, J. ***Training Limited English Proficient Students for the Workplace: Trends in Vocational Education***. Silver Spring, MD: National Clearinghouse for Bilingual Education, 1989. (ED 314 936)

The shortage of skilled workers and higher skill requirements affect language minority workers. Although vocational education is needed for the noncollege-bound, LEP students enroll disproportionately in business, trade, and industrial courses.

Lopez-Valadez, J., and Reed, T. ***Building Competencies to Serve LEP Vocational Students: An Inservice Manual***. Des Plaines, IL: Northwest Educational Cooperative, 1989. (ED 321 607)

This inservice vocational instructor training program covers bilingual vocational education, cross-cultural education, and language acquisition.

Los Angeles Community College District. ***VESL Resources***. Los Angeles, CA: LACCD, 1988. (ED 318 283)

Bibliography of vocational materials for LEP adults is in two sections: (1) textbooks, basic skills, computer literacy, general technology, VESL, and technical writing; and (2) resources for specific occupations.

MacDonald, J. "Adult Refugee Education in Portland, Oregon, U.S.A." ***Convergence*** 23, no. 3 (1990): 71-82. (EJ 416 051)

The International Refugee Center of Oregon is a community-based organization offering employment counseling and placement for refugees. The Preemployment Training Course addresses cultural differences in the workplace and VESL.

Mrowicki, L.; Lynch, M.; and Locsin, T. ***Workplace Literacy Core Curriculum for Beginning ESL Project Workplace Literacy Partners in Chicago***. Des Plaines, IL: Northwest Educational Cooperative, 1990. (ED 326 080)

Core curriculum focuses on seven language use contexts: job performance, clarification/verification, work schedule/timesheet/paycheck, safety, work-related interaction, social language, and company language.

Noren, K. "Pre-Vocational Carpentry for ESL Learners." Master's thesis, School for International Training, 1990. (ED 322 801)

Vocabulary-building curriculum for beginning carpentry contains dialogues for practice and incorporates important grammatical structures. Topics include hand tools, power tools, fasteners, sandpaper, and lumber.

Thomas, R. et al. ***Job-Related Language Training for LEP Employees***. Washington, DC: Development Assistance Corp., 1991. (ED 342 277)

Includes (1) a handbook for program developers on planning ESL training programs, conducting worksite-based literacy task analysis, and cross-cultural training; and (2) a guide for business-industry decision makers on recruiting and retaining LEP workers, creating partnerships, and developing an action plan.

Title VII Midwest Multifunctional Resource Center. ***English Literacy for Non-Literate Secondary LEP Students***. Des Plaines, IL: Author, 1990. (ED 323 818)

Annotated bibliography of 197 monographs, reports, handouts, curriculum guides, articles, newsletters, and publishers' catalogs.

Tito, M. ***Language by Demand: A Case for Vocational English in Second Language Teaching***. 1990. (ED 317 737)

VESL gives access to employment for immigrants, migrants, and refugees. Ideally, it encompasses language for specific job tasks as well as sociocultural skills for the workplace. More programs are being offered at the work site in order to provide a functional context.

Resource Organizations

National Association for Bilingual Education, 1201 16th Street, NW, Suite 407, Washington, DC 20036 (202/822-7870).

National Clearinghouse for Bilingual Education, 1118 22nd Street, NW, Washington, DC 20037 (800/321-NCBE; 202/467-0867).

Office of Bilingual Education and Minority Languages Affairs (USED), 400 Maryland Avenue, SW, Room 505, Washington, DC 20202 (202/472-3520). Operates 16 regional Multifunctional Resource Centers.

Office of Refugee Resettlement (DHHS), 370 L'Enfant Promenade, SW, Washington, DC 20447 (202/252-4545).

Office of Vocational and Adult Education (USED), Bilingual Vocational Education Program, Switzer Bldg., Room 4512, 400 Maryland Avenue, SW, Washington, DC 20202-7242 (202/732-2365).

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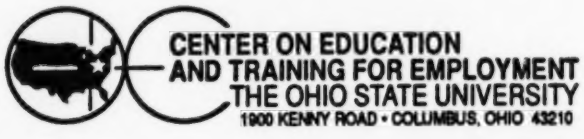

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